

(Formerly known as the Georgia Conference on Information Literacy)

Sep 25th, 8:30 AM - 9:45 AM

# Learning Style and the Information Search Process

Mary Jane Rootes  
*University of West Georgia*

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

---

## Recommended Citation

Rootes, Mary Jane, "Learning Style and the Information Search Process" (2009). *Georgia International Conference on Information Literacy*. 38.  
<https://digitalcommons.georgiasouthern.edu/gaintlit/2009/2009/38>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

11-4-2009

# Learning style and the information search process

Mary Jane Rootes

Follow this and additional works at: <http://digitalcommons.georgiasouthern.edu/cil>

---

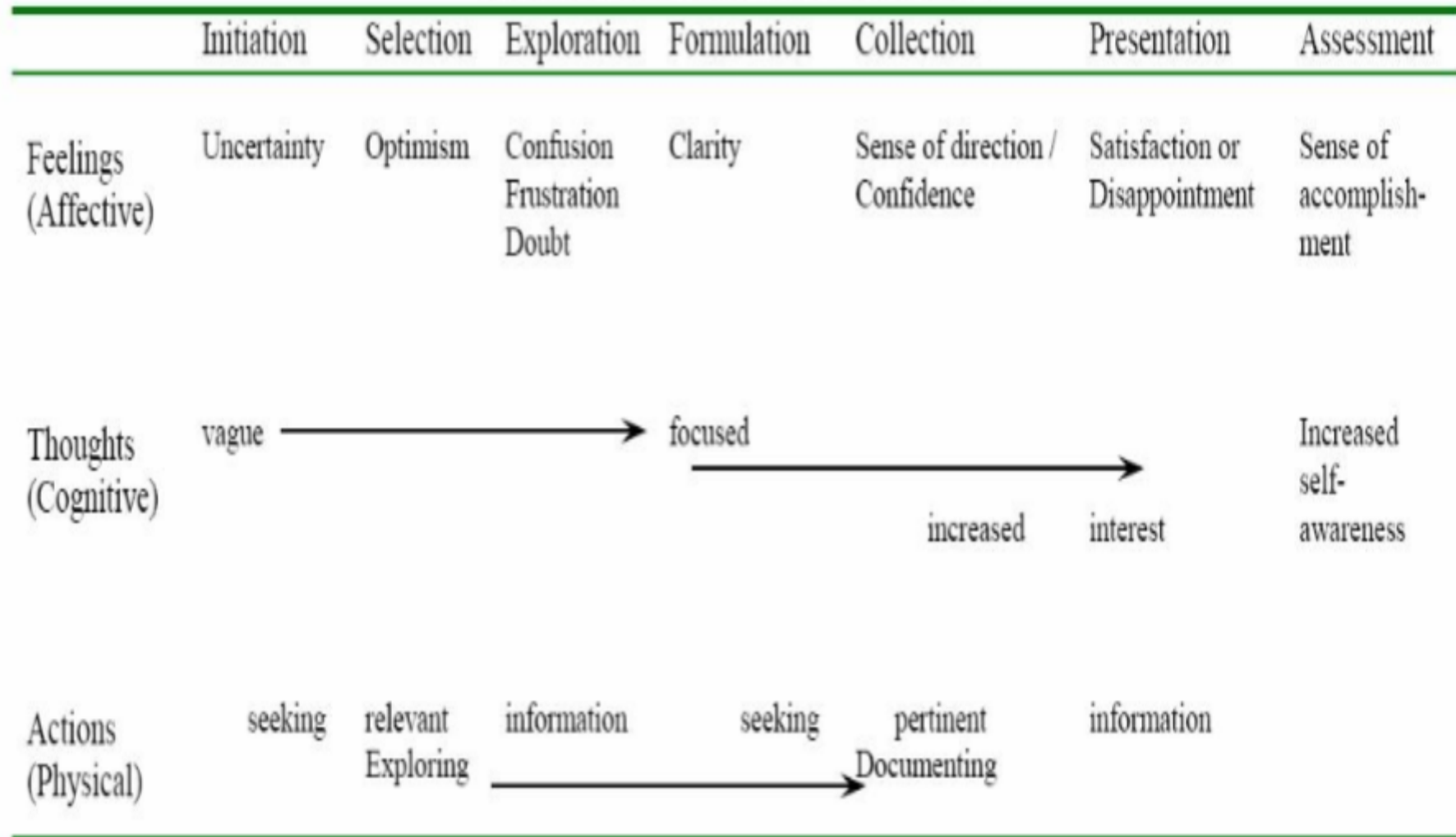
## Recommended Citation

Rootes, Mary Jane, "Learning style and the information search process" (2009). *Georgia International Conference on Information Literacy*. Paper 147.  
<http://digitalcommons.georgiasouthern.edu/cil/147>

This Presentation is brought to you for free and open access by the Division of Continuing Education at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [dskinner@georgiasouthern.edu](mailto:dskinner@georgiasouthern.edu).

# Kuhlthau's ISP Model

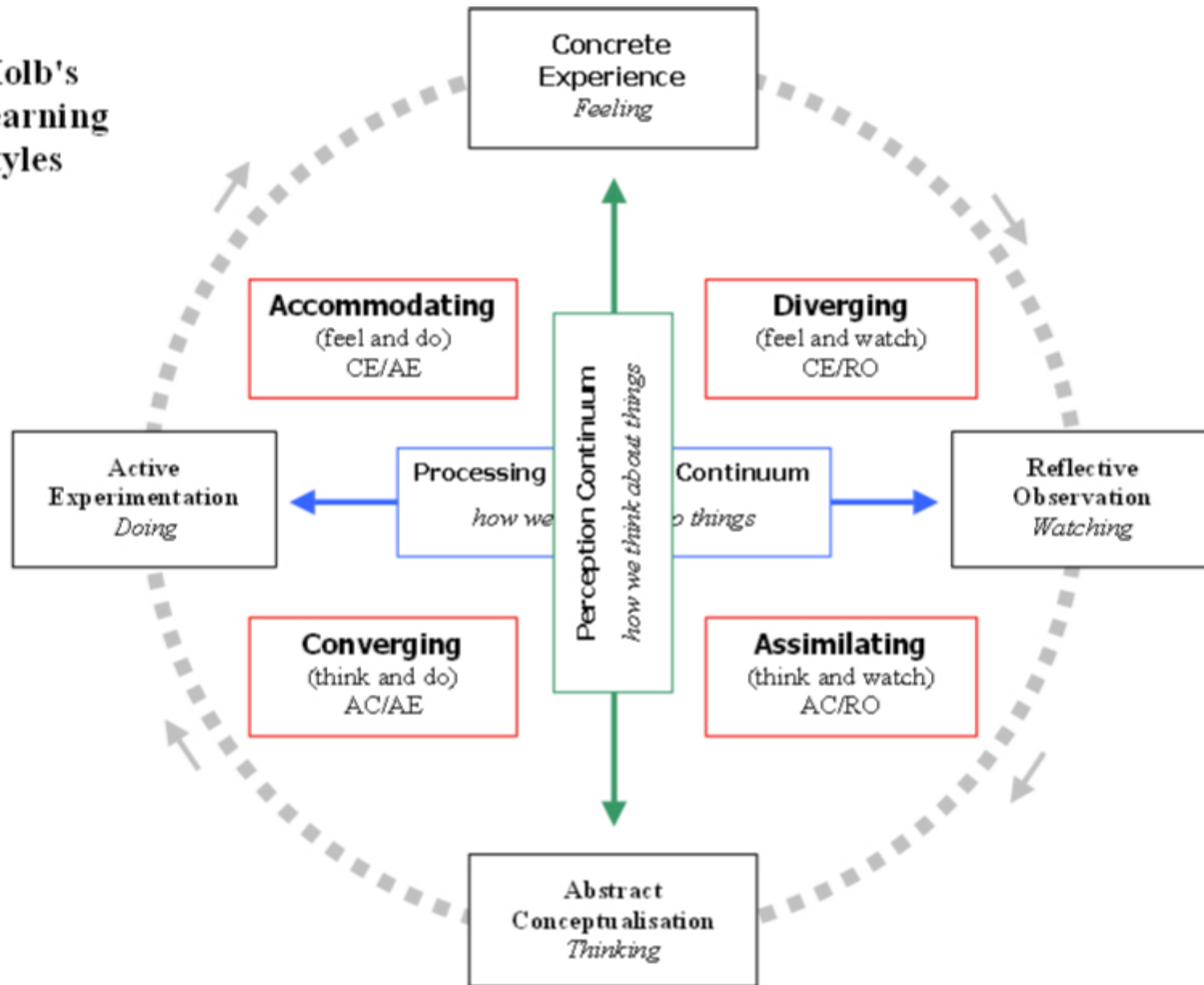
Model of the Information Search Process



Learning style consists of the “cognitive, affective and psychological traits that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment” (Keefe, 1979)

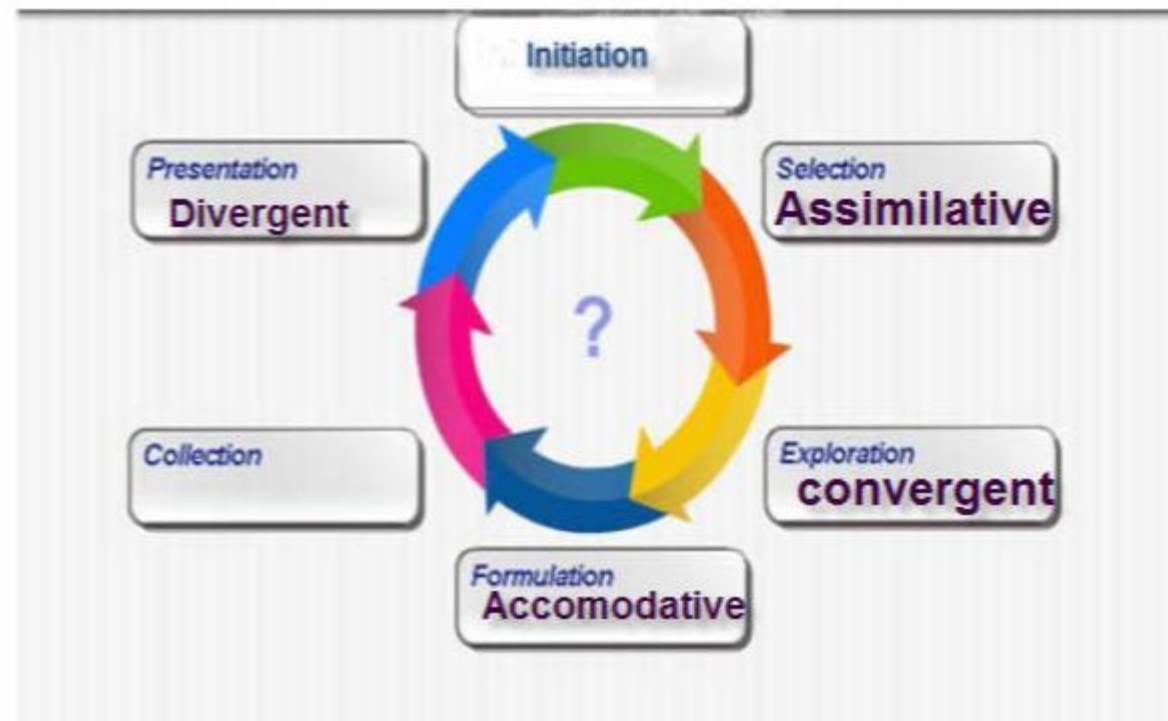
Learning is a four step cycle based on the 2 dimensions of cognitive growth and learning : the concrete-abstract dimension and the reflective – active dimension. (Kolb, 1984)

## Kolb's learning styles

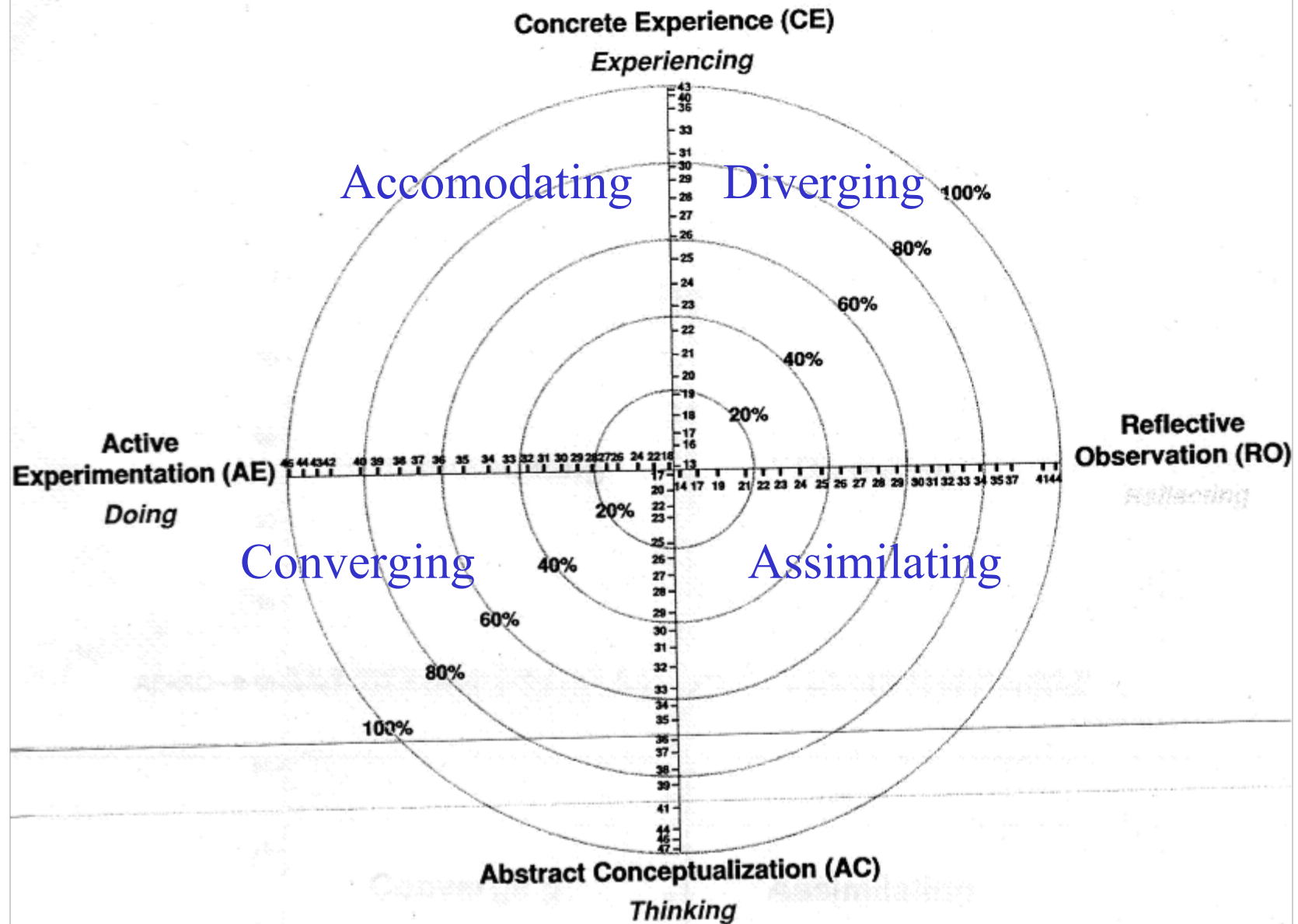


# Information behaviors within the learning styles

- Assimilative – when perceiving a new phenomenon or fact
- Convergent – when experimenting with new material
- Divergent - when consideration implications of new knowledge or to relate it in some way
- Accomodative- the integration of new information

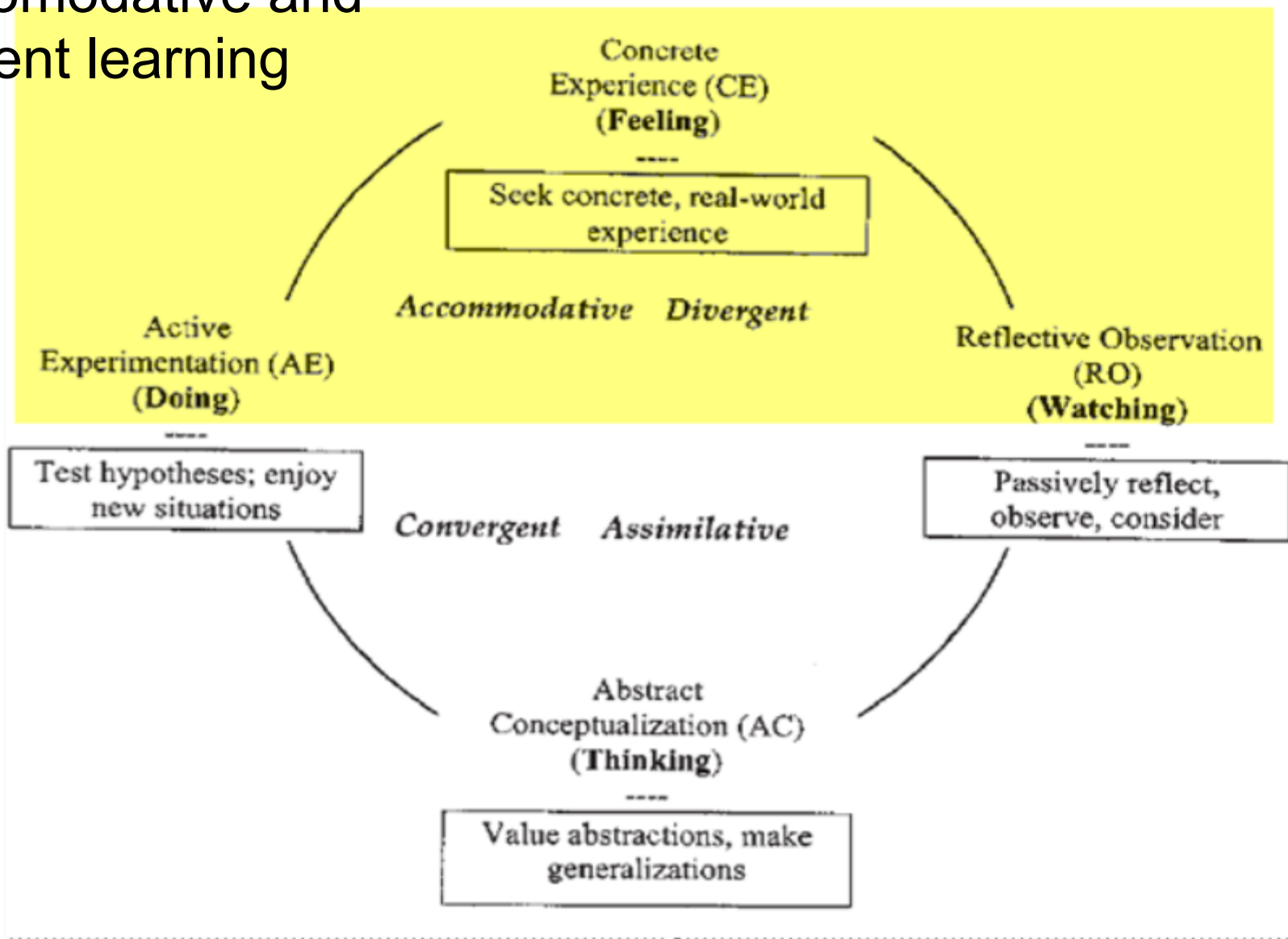


# THE CYCLE OF LEARNING (version 3.1)



Subjects studied were of accommodative and divergent learning styles.

## Kolb Cycle of Learning



AE – RO

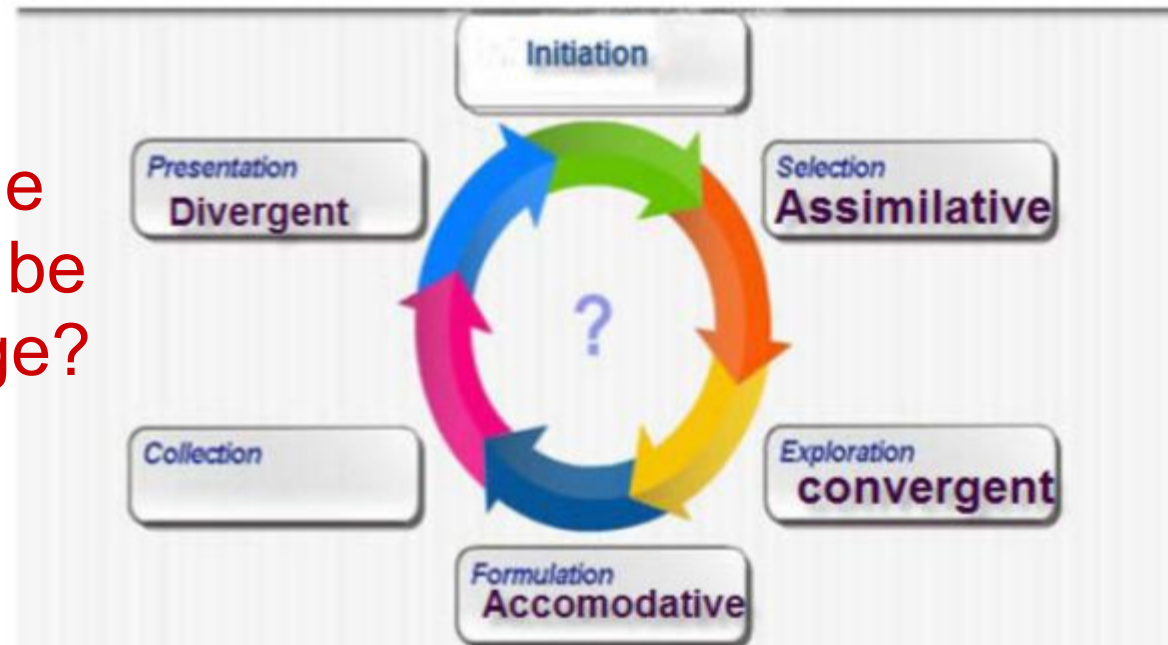
AC - CE



# Information behaviors within the learning styles

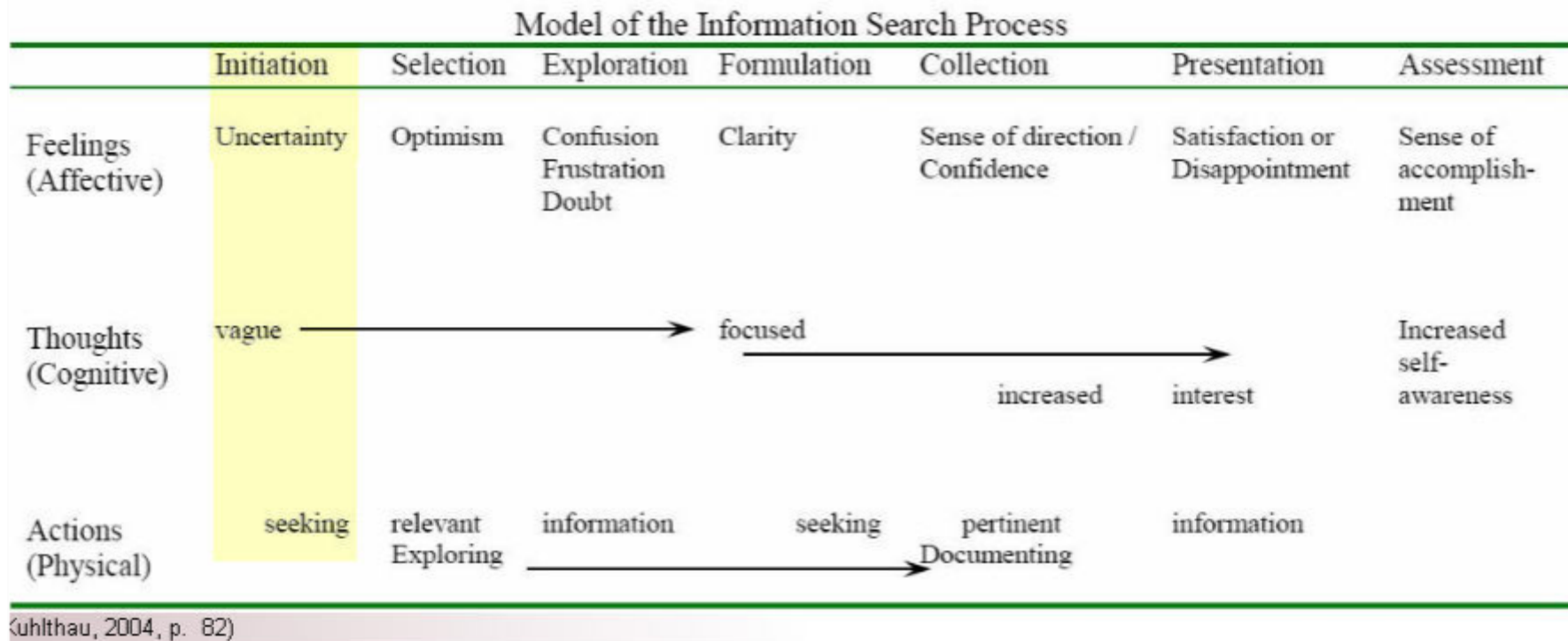
- Assimilative – when perceiving a new phenomenon or fact
- Convergent – when experimenting with new material
- Divergent - when consideration implications of new knowledge or to relate it in some way
- Accomodative- the integration of new information

Will the "doer experience the ISP differently, and will this be reflected in a particular stage?



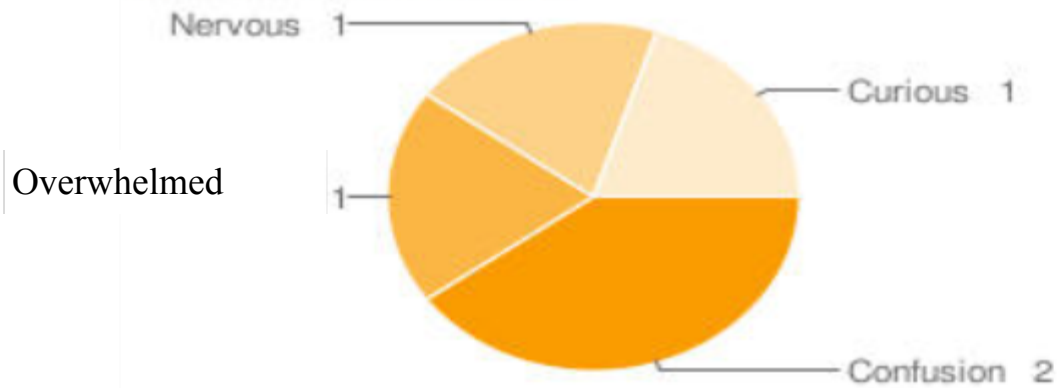
The following slides show the results of surveys measuring the experiences of students of the divergent and accomodative learning styles

# Books



# Accommodating

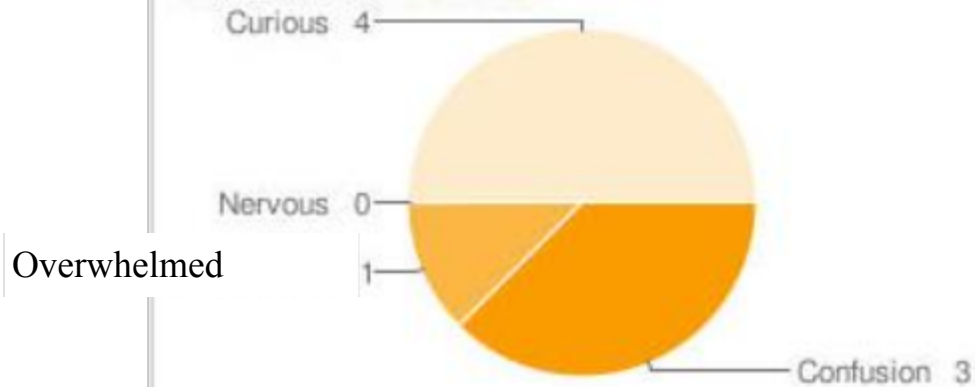
What were your thoughts



|             |   |     |
|-------------|---|-----|
| Confusion   | 2 | 40% |
| Overwhelmed | 1 | 20% |
| Nervous     | 1 | 20% |
| Curious     | 1 | 20% |

# Diverging

What were your thoughts

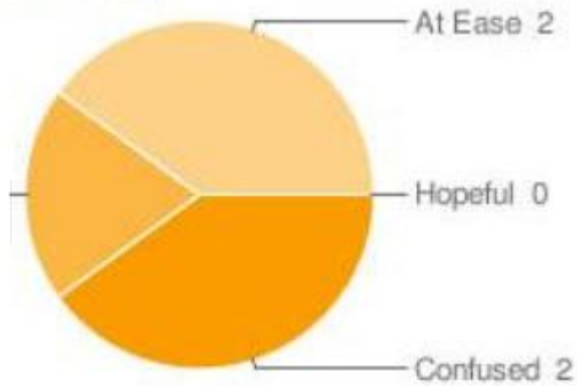


|             |   |     |
|-------------|---|-----|
| Confusion   | 3 | 38% |
| Overwhelmed | 1 | 13% |
| Nervous     | 0 | 0%  |
| Curious     | 4 | 50% |

# What were your feelings?

## Accommodating

What were your feelings

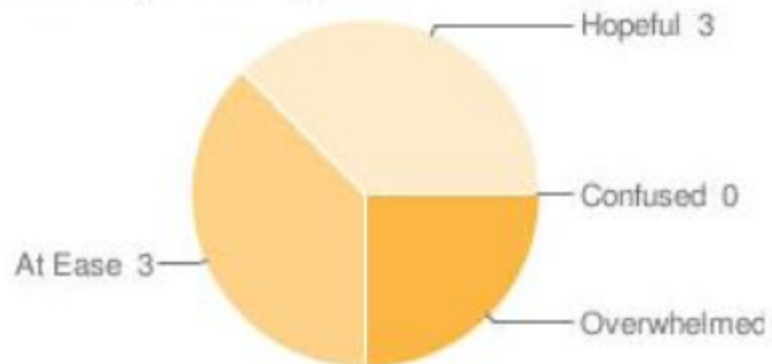


|             |   |     |
|-------------|---|-----|
| Confused    | 2 | 40% |
| Overwhelmed | 1 | 20% |
| At Ease     | 2 | 40% |
| Hopeful     | 0 | 0%  |

Overwhelmed

## Diverging

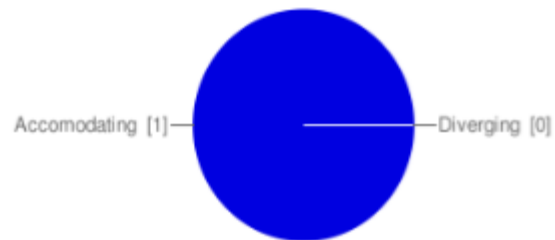
What were your feelings



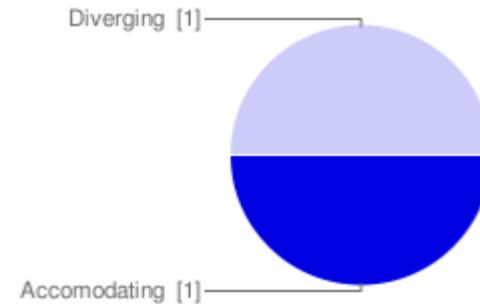
|             |   |     |
|-------------|---|-----|
| Confused    | 0 | 0%  |
| Overwhelmed | 2 | 25% |
| At Ease     | 3 | 38% |
| Hopeful     | 3 | 38% |

# What were your thoughts?

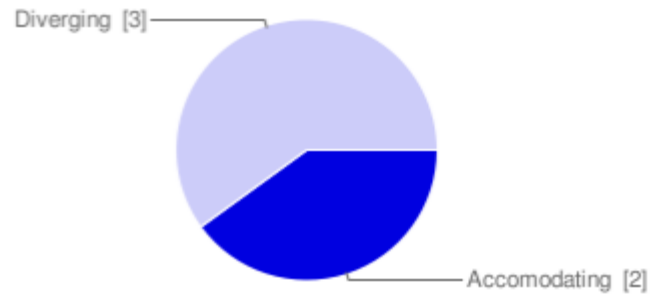
**Nervousness**



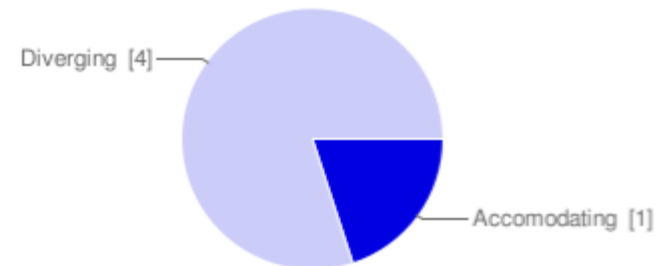
**Overwhelmed**



**Confused**

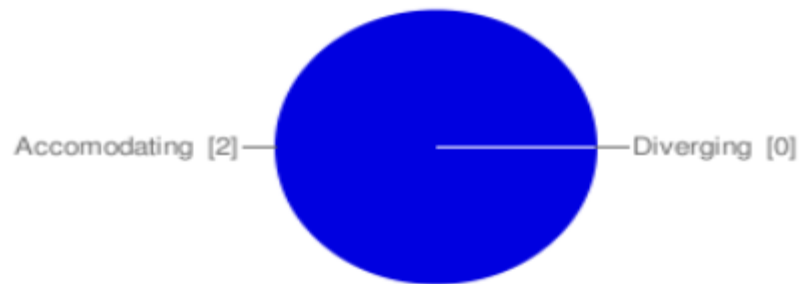


**Curious**

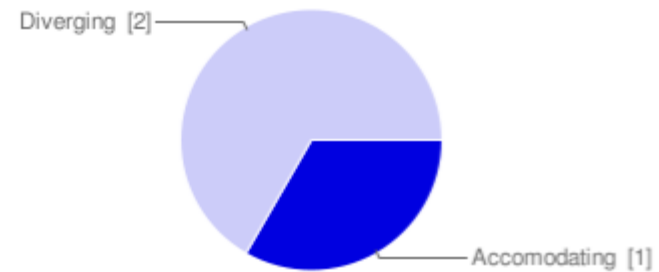


# What were your feelings?

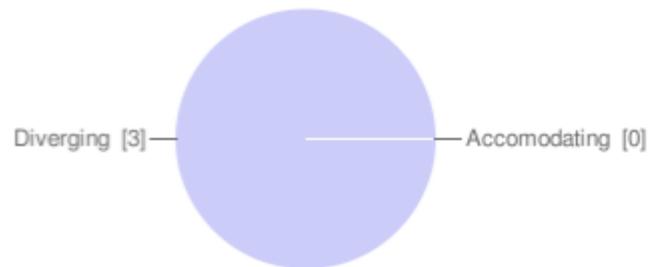
**confused**



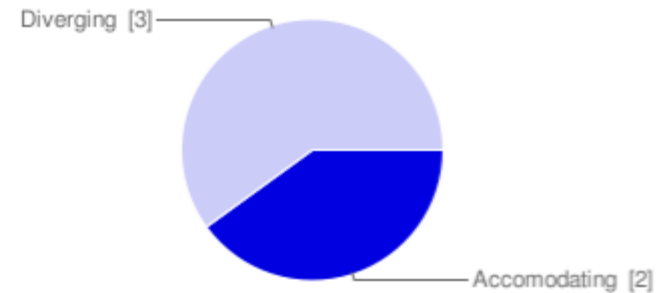
**Overwhelmed**



**Hopeful**

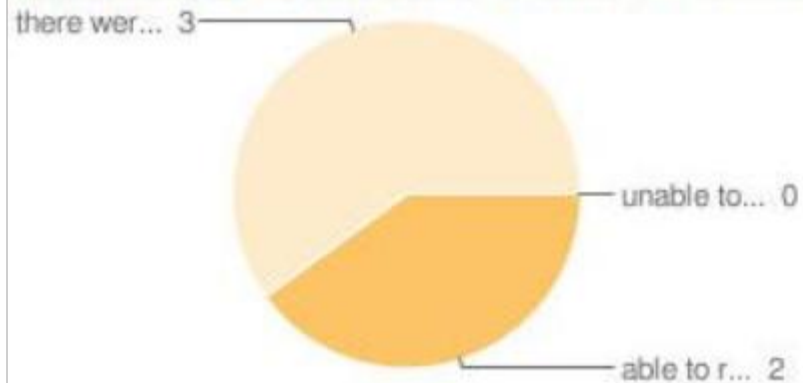


**At Ease**



## Accommodating

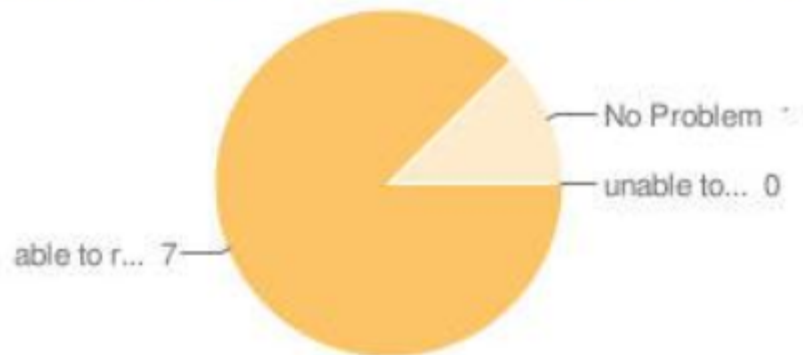
If there were problems, were you able to resolve them?



|                        |   |     |
|------------------------|---|-----|
| unable to resolve them | 0 | 0%  |
| able to resolve them   | 2 | 40% |
| there were no problems | 3 | 60% |

## Diverging

If there were problems, were you able to resolve them?

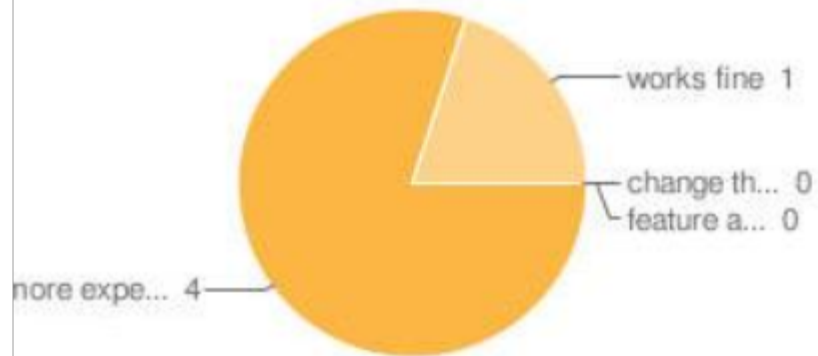


|                        |   |     |
|------------------------|---|-----|
| unable to resolve them | 0 | 0%  |
| able to resolve them   | 7 | 88% |
| No Problem             | 1 | 13% |



# Accommodating

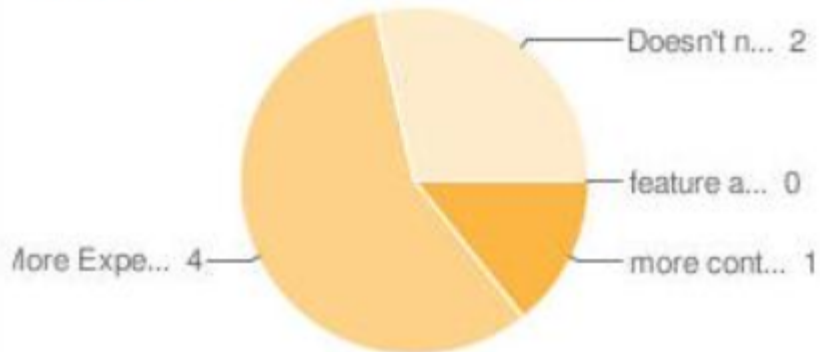
What would make the experience better



|                       |   |     |
|-----------------------|---|-----|
| change the system     | 0 | 0%  |
| more experience       | 4 | 80% |
| works fine            | 1 | 20% |
| feature already there | 0 | 0%  |

# Diverging

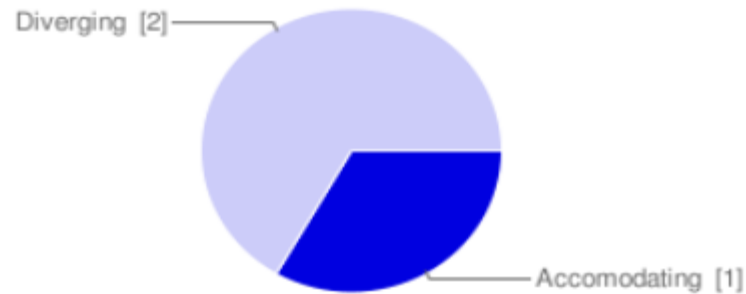
What would make the experience better



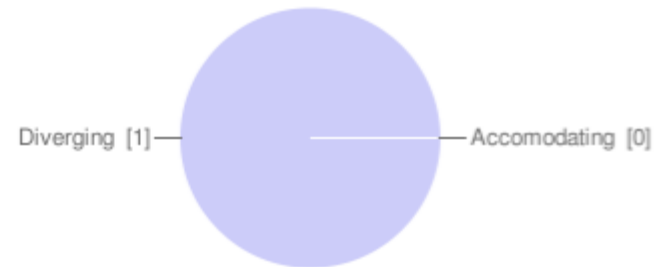
|                                  |   |     |
|----------------------------------|---|-----|
| feature already there            | 0 | 0%  |
| more content better organization | 1 | 14% |
| More Experience                  | 4 | 57% |
| Doesn't need improvement         | 2 | 29% |

# What would make the experience better?

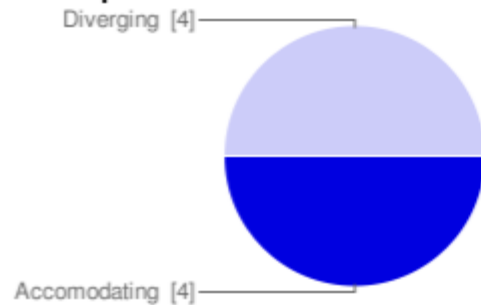
**works fine**



**change in system**



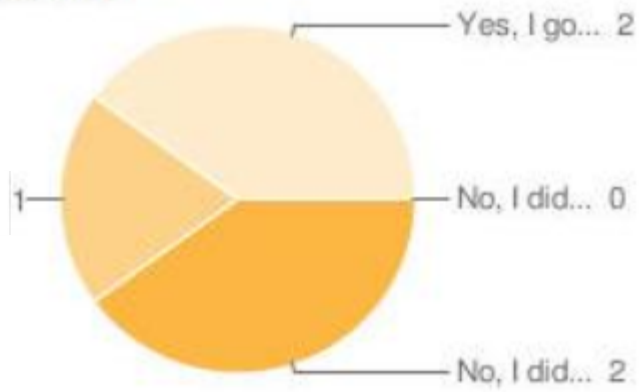
**more experience**



# Accommodating

Were you satisfied

somewhat

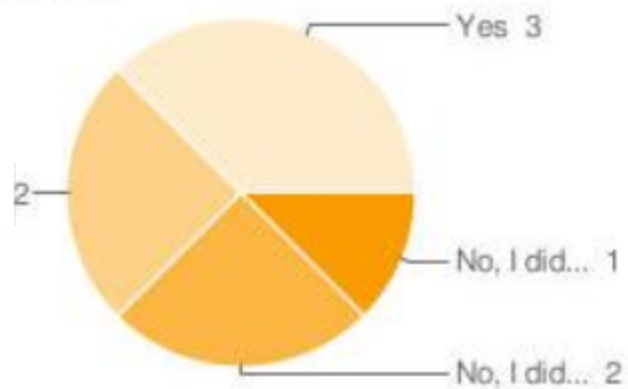


|                          |   |     |
|--------------------------|---|-----|
| No, I didn't understand  | 0 | 0%  |
| No, I didn't get much    | 2 | 40% |
| Somewhat Satisfied       | 1 | 20% |
| Yes, I got what I wanted | 2 | 40% |

# Diverging

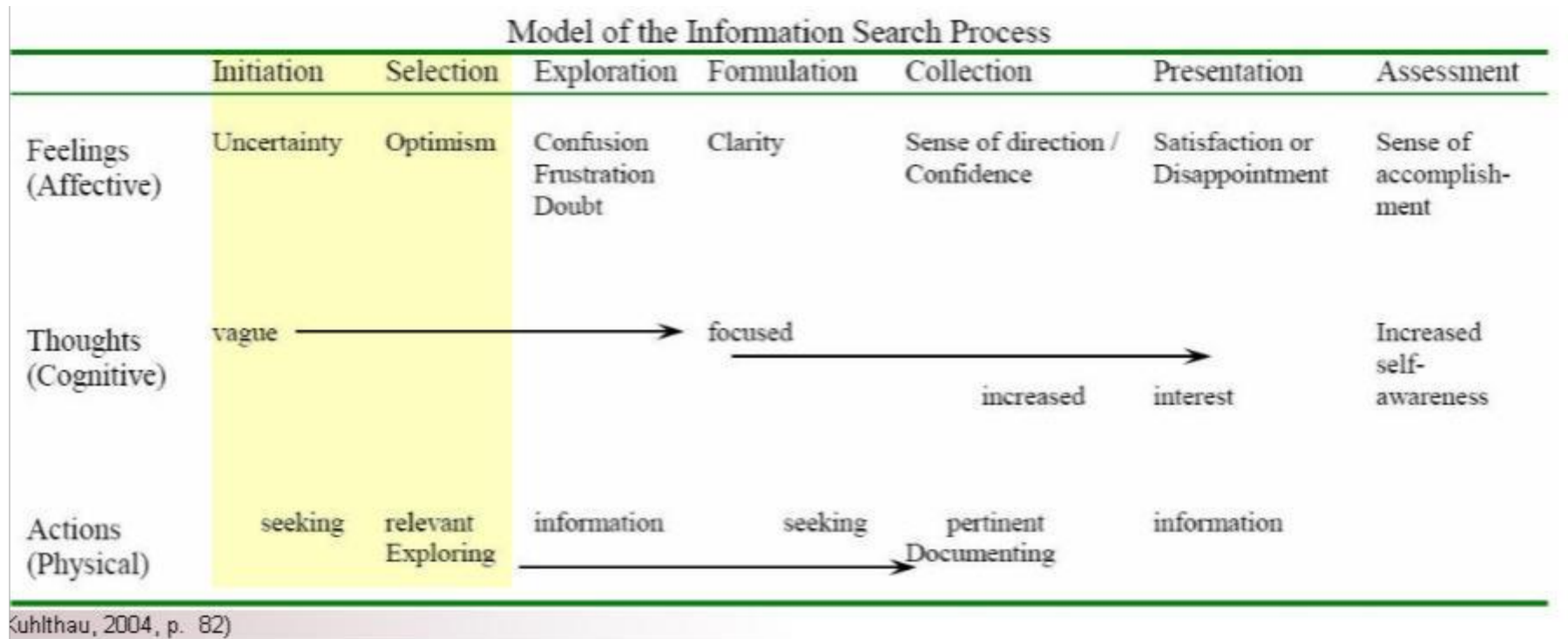
Were you satisfied

somewhat



|                         |   |     |
|-------------------------|---|-----|
| No, I didn't understand | 1 | 13% |
| No, I didn't get much   | 2 | 25% |
| Somewhat Satisfied      | 2 | 25% |
| Yes                     | 3 | 38% |

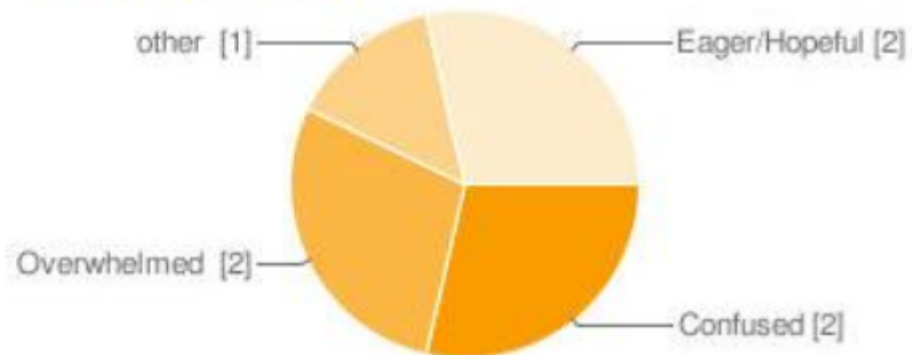
# Reference – Initiation & Selection



## Reference

### Accommodating

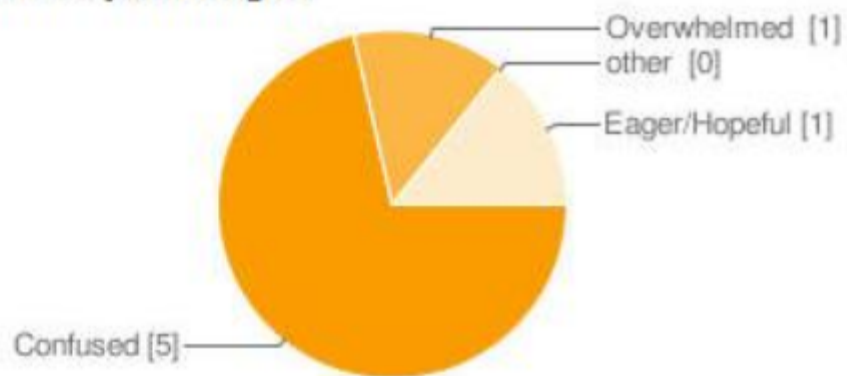
What were your thoughts



|               |   |
|---------------|---|
| Confused      | 2 |
| Overwhelmed   | 2 |
| other         | 1 |
| Eager/Hopeful | 2 |

## Diverging

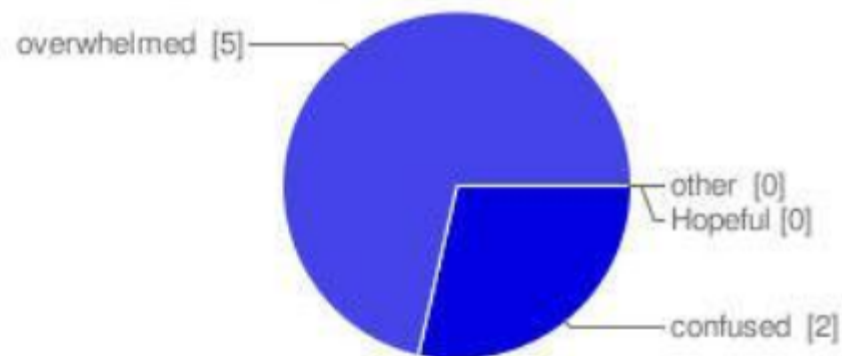
What were your thoughts



|               |   |
|---------------|---|
| Confused      | 5 |
| Overwhelmed   | 1 |
| other         | 0 |
| Eager/Hopeful | 1 |

## Accommodating

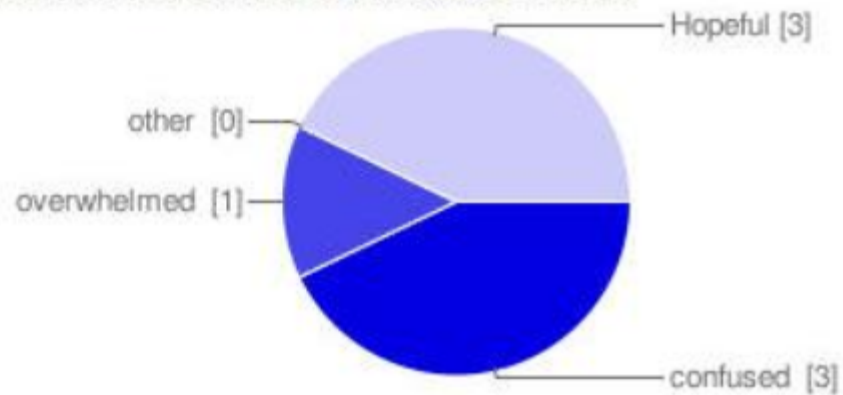
What were your feelings when you started



|             |   |
|-------------|---|
| confused    | 2 |
| overwhelmed | 5 |
| other       | 0 |
| Hopeful     | 0 |

## Diverging

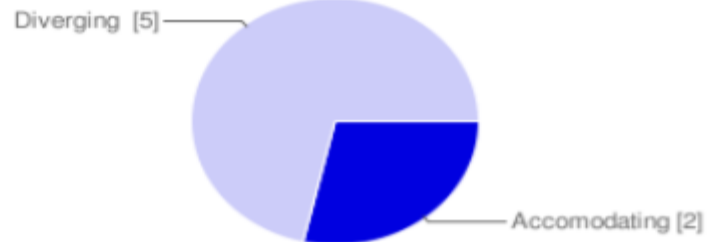
What were your feelings when you started



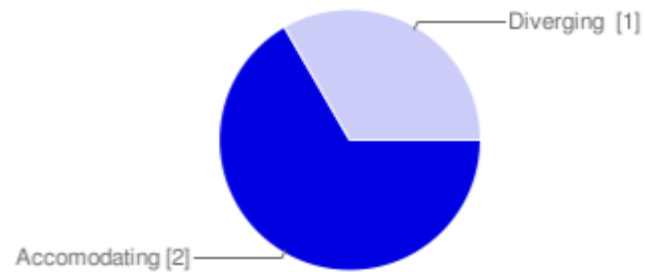
|             |   |
|-------------|---|
| confused    | 3 |
| overwhelmed | 1 |
| other       | 0 |
| Hopeful     | 3 |

# What were your thoughts?

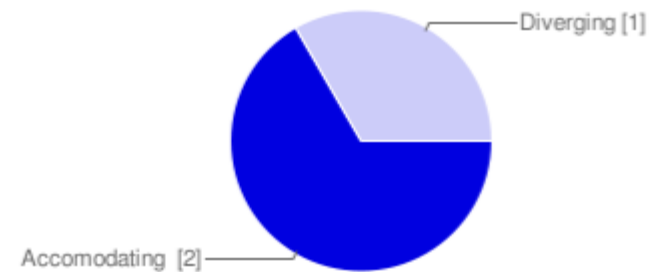
**confused**



**overwhelmed**

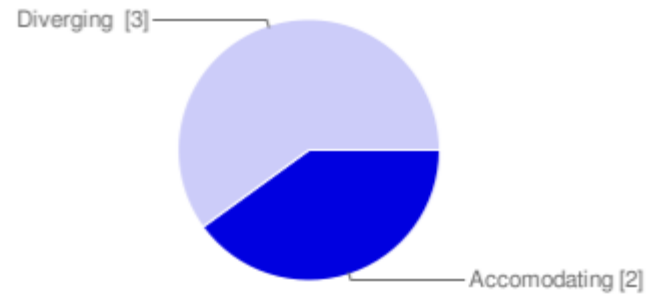


**hopeful**

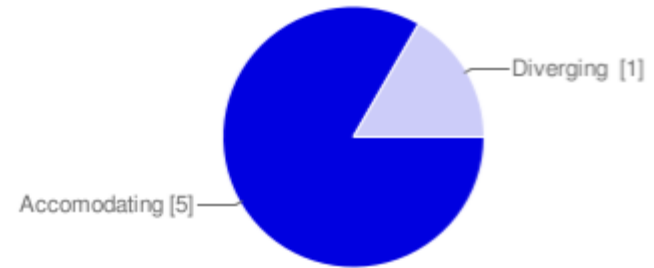


# Feelings

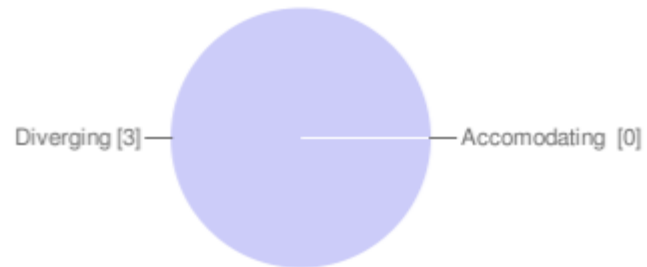
**confused**



**overwhelmed**



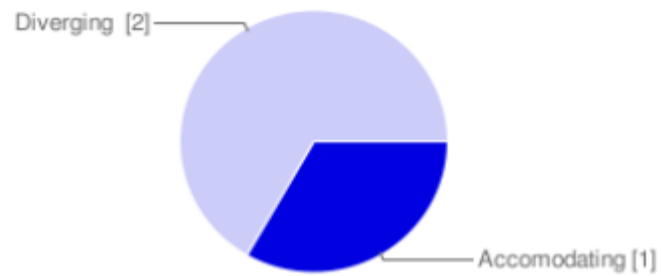
**hopeful**



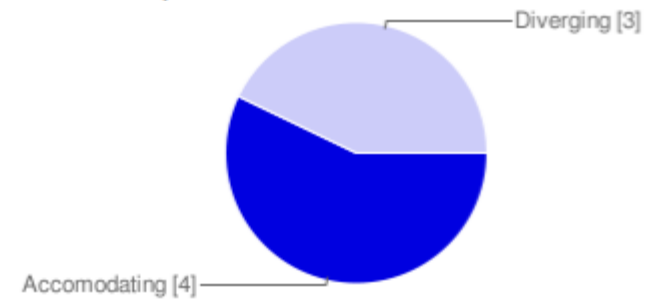


# problems

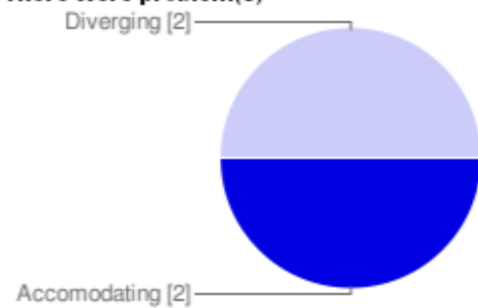
**There were no problems**



**Identified the problem**



**There were problem(s)**



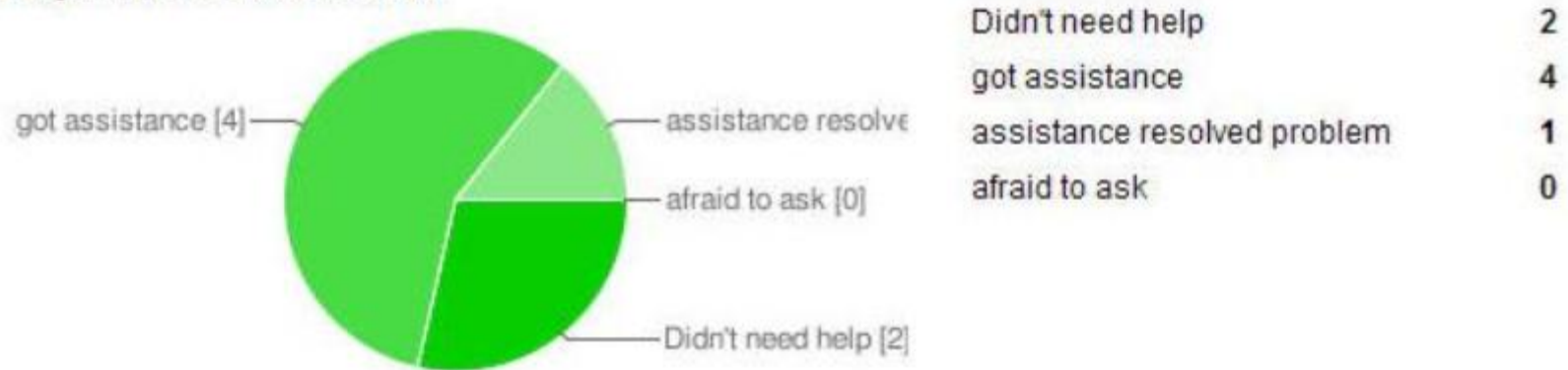
# Accommodating

Did you seek assistance at all

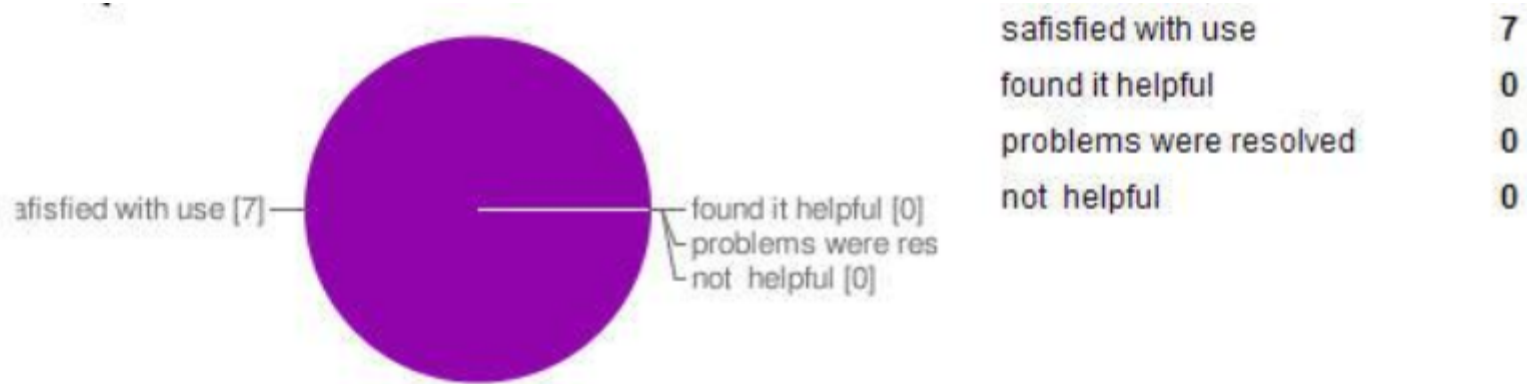


# Diverging

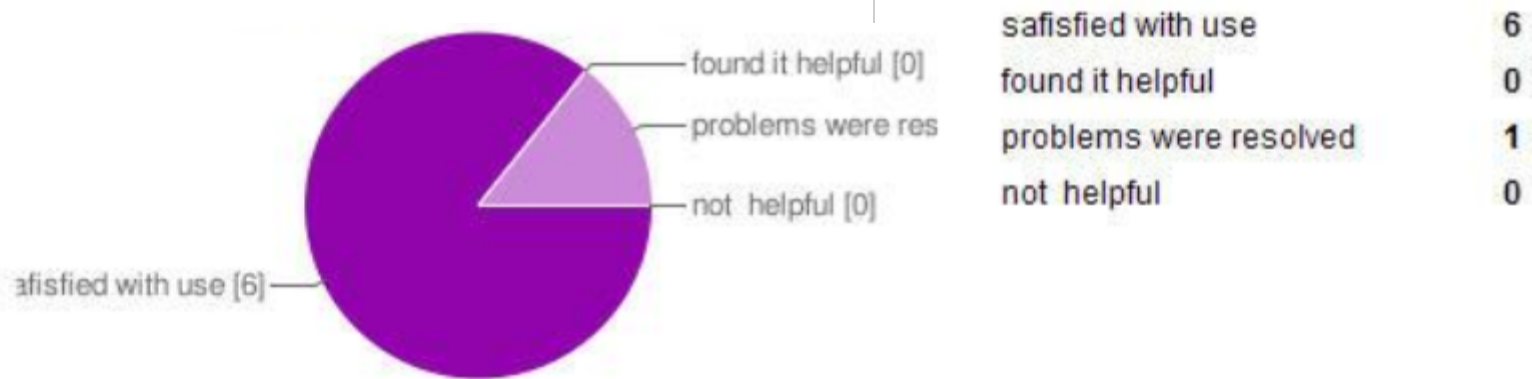
Did you seek assistance at all



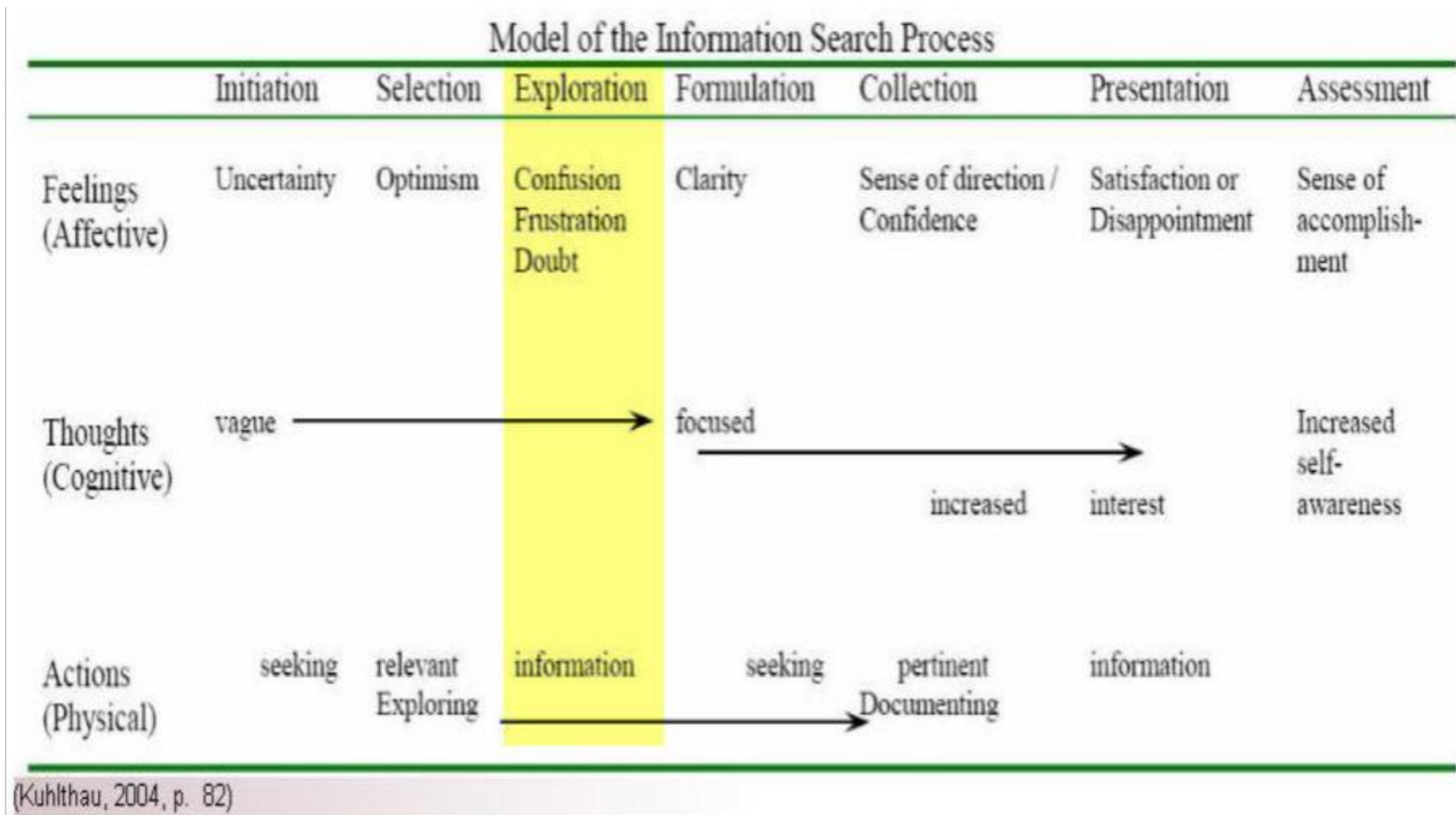
## Accommodating



## Diverging

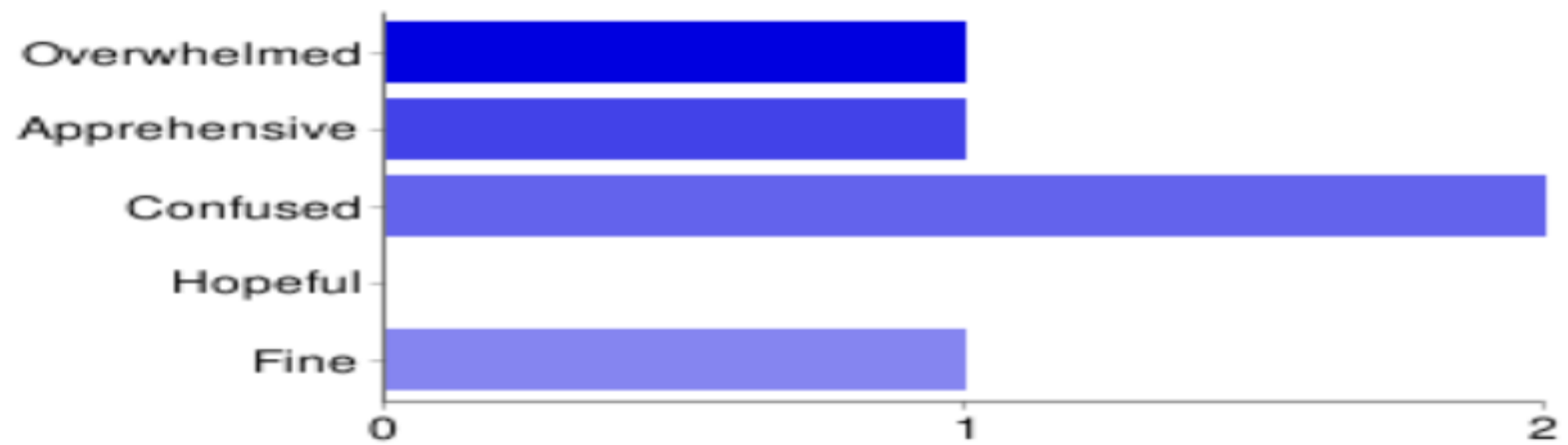


# Databases --Exploration



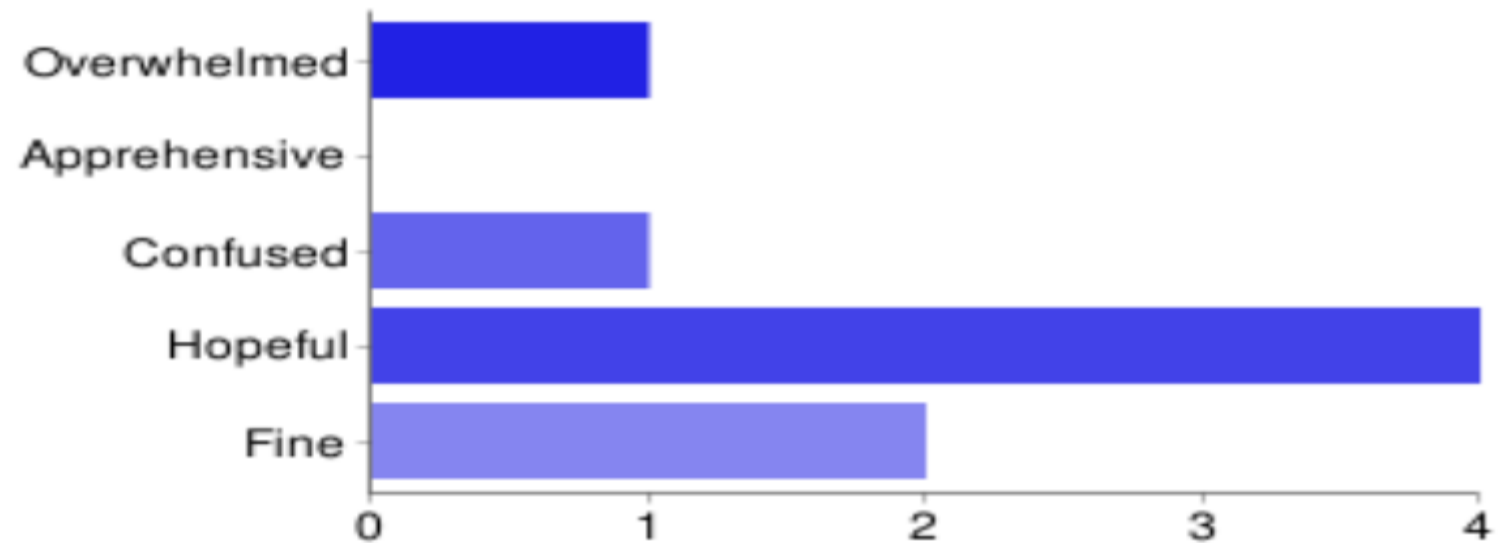
## Accommodating

**What were your feelings?**



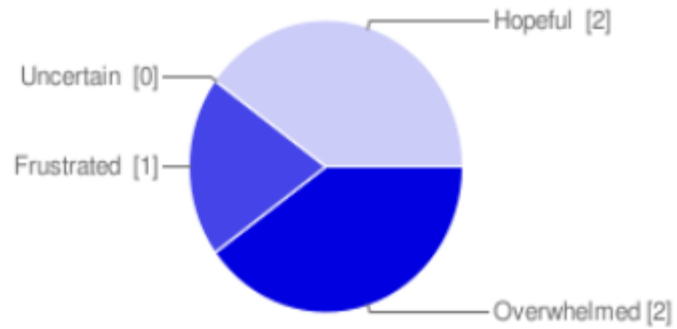
## Diverging

**What were your feelings?**



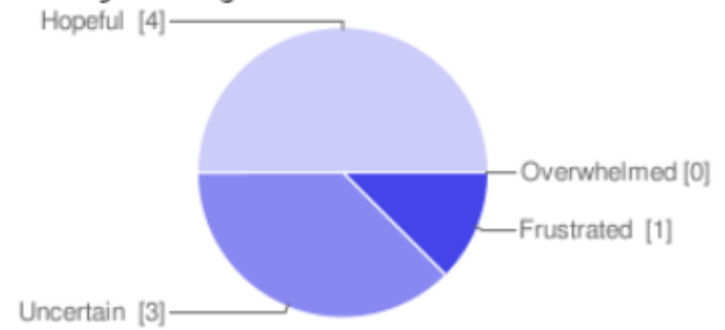
## Accomodating

**What were your thoughts**



## Diverging

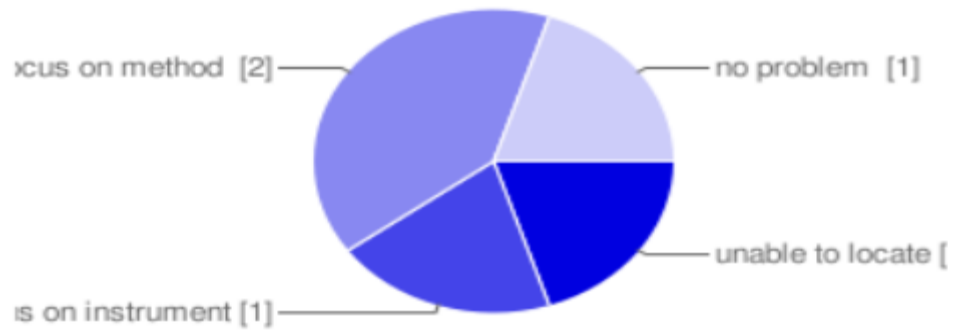
**What were your thoughts**



Were there problems

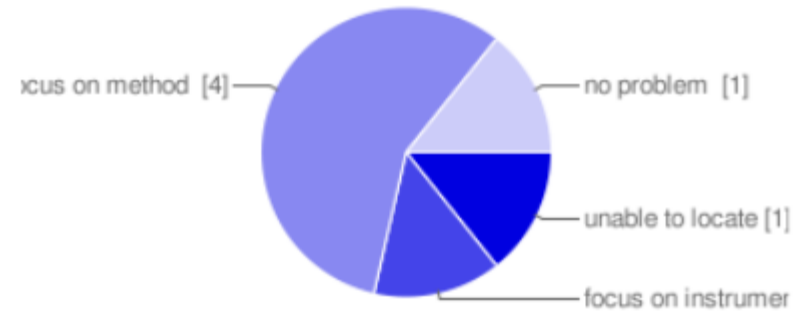
## Accommodating

Were there problems?



## Diverging

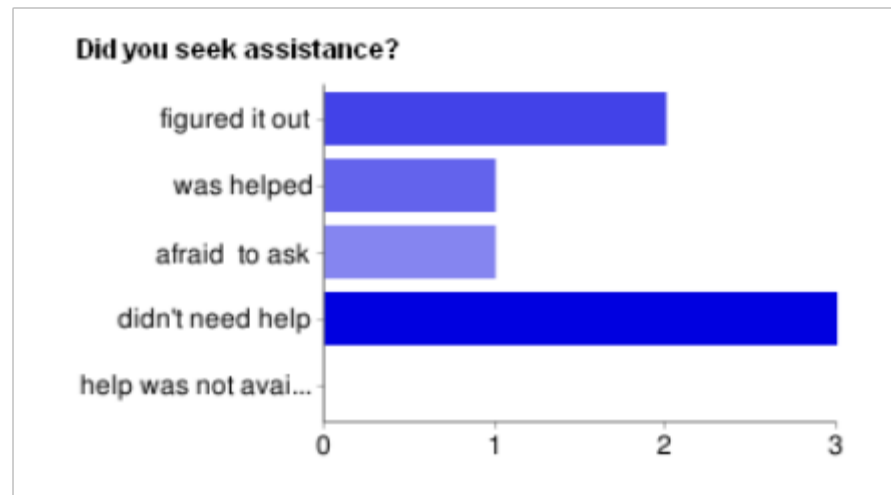
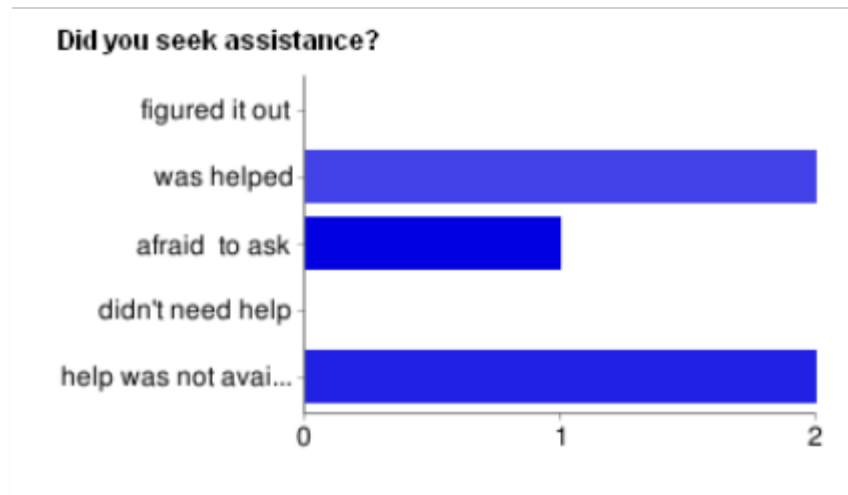
Were there problems?



Did you seek assistance?

Accommodating

Diverging

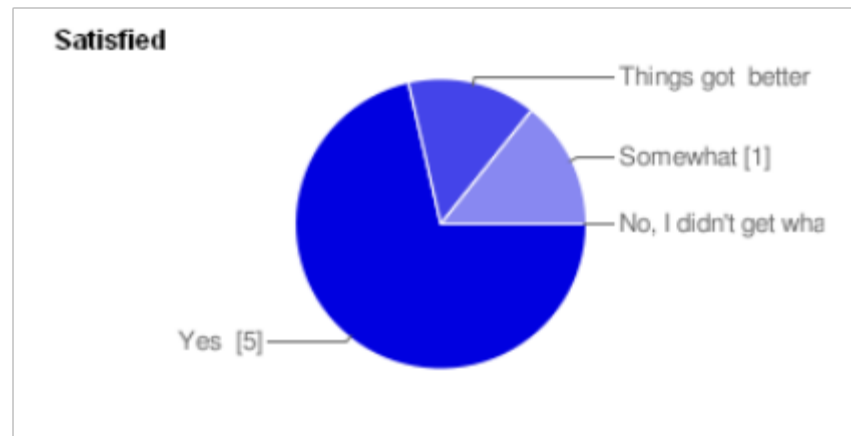
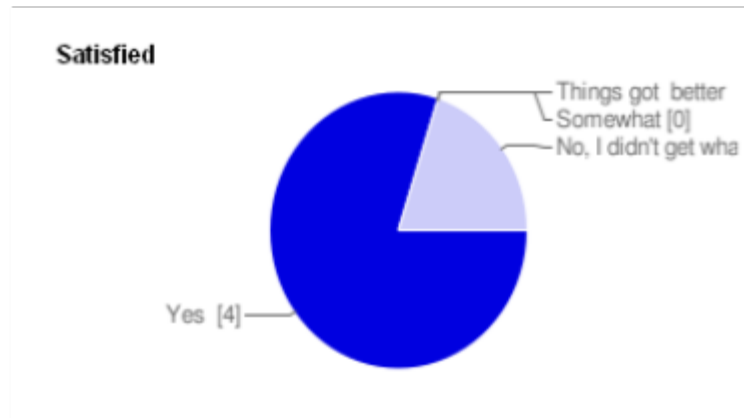




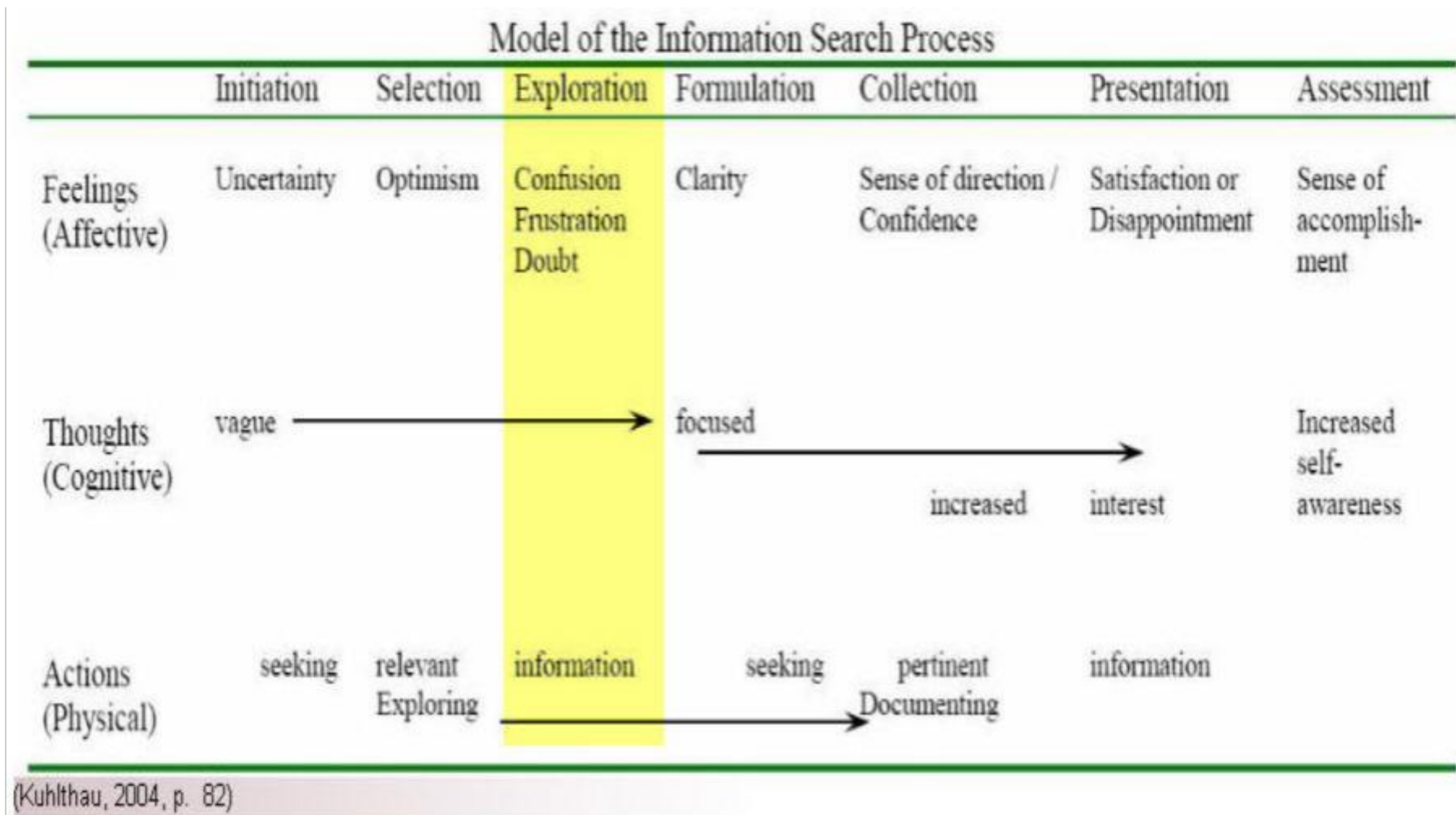
## Satisfied with experience ?

Accommodating

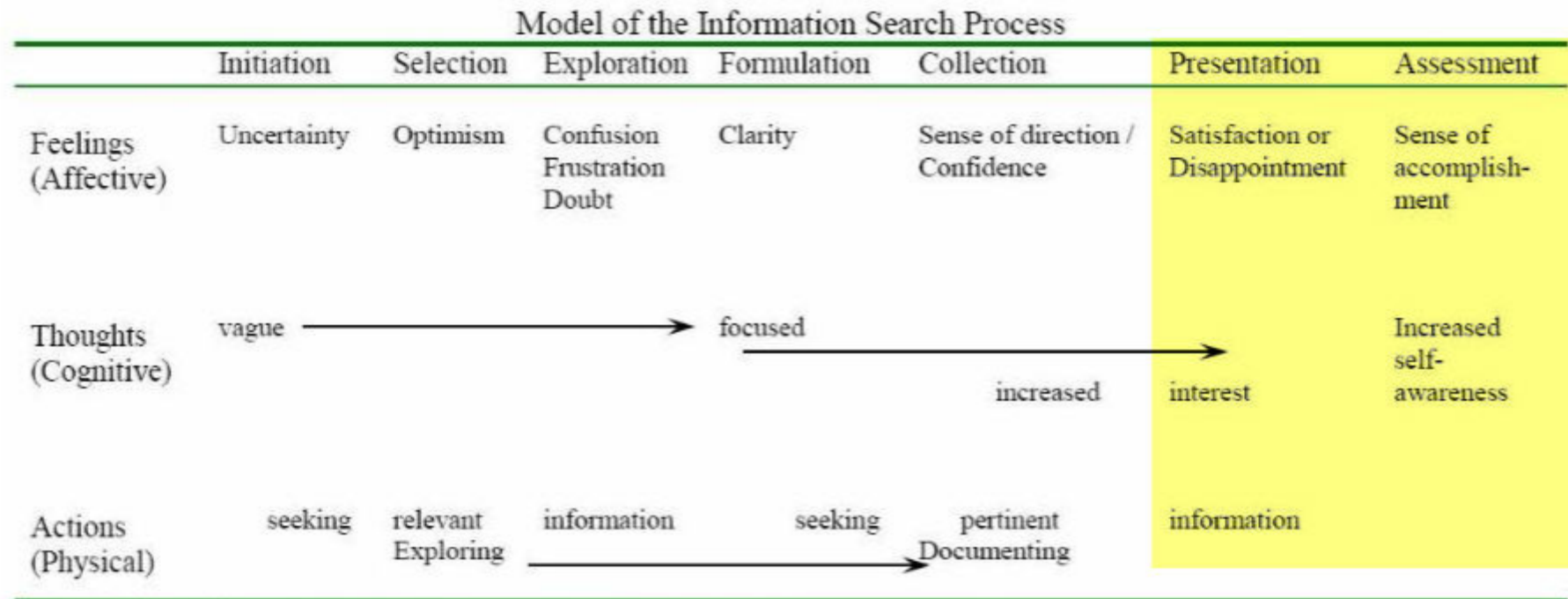
Diverging



# Databases --Exploration



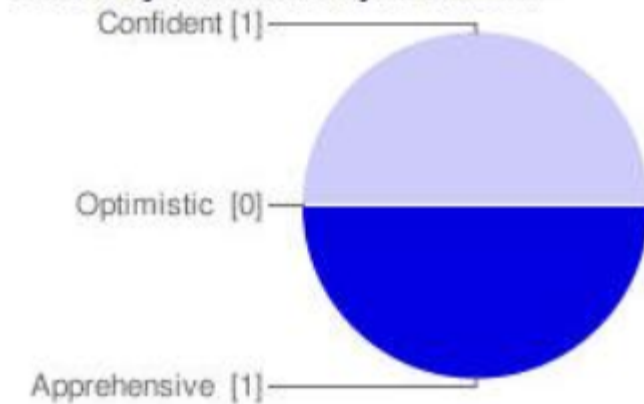
# Annotated/ Assessment



(Kuhlthau, 2004, p. 82)

# Accommodating

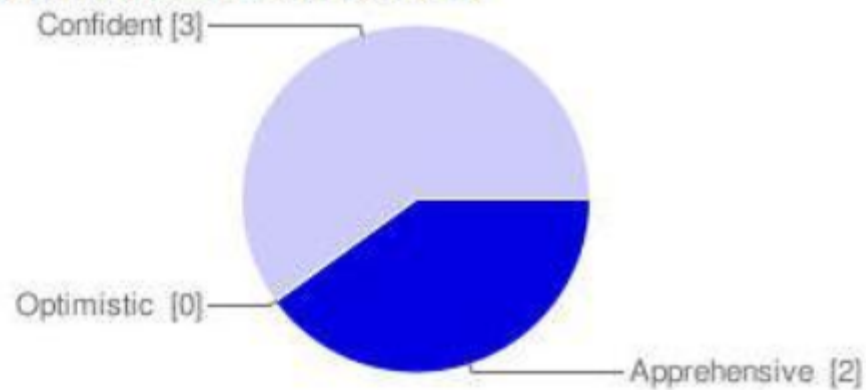
How did you feel when you started?



|              |   |
|--------------|---|
| Apprehensive | 1 |
| Optimistic   | 0 |
| Confident    | 1 |

## Diverging

How did you feel when you started?



|              |   |
|--------------|---|
| Apprehensive | 2 |
| Optimistic   | 0 |
| Confident    | 3 |

# Accommodating

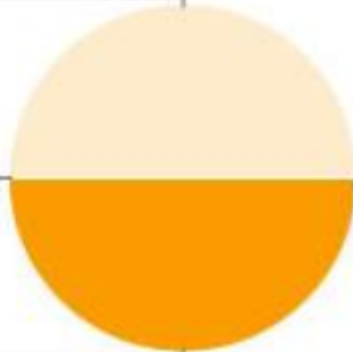
Did you think it would be easy to develop a thesis

It would be easy [1]

It might be difficult [0]

Yes, but it wasn't [0]

It could be difficult [1]



knew it would be difficult

afraid it might be difficult

thought it would be easy, but it wasn't

Knew it would be easy

# Diverging

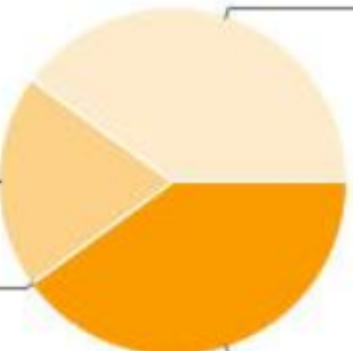
Did you think it would be easy to develop a thesis

Knew it would be e

Yes, but it wasn't [1]

It might be difficult [0]

knew it would be d



knew it would be difficult

afraid it might be difficult

thought it would be easy, but it wasn't

Knew it would be easy

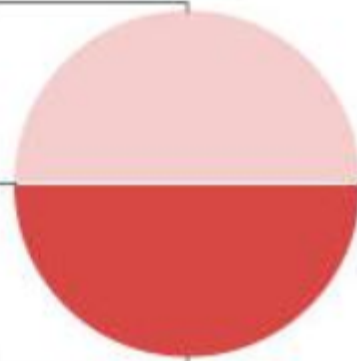
## Accommodating

time it took

expected, or less [1]

more time (my fault) [0]

more than expected [1]



took more time (di

took more time (discouraged)

0

took more time than expected

1

Took more time (my fault)

0

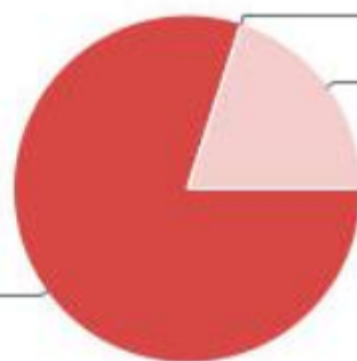
about what expected, or less

1

## Diverging

time it took

more than expected [4]



Took more time (n

took more time (discouraged)

0

about what expect

took more time than expected

4

took more time (di

Took more time (my fault)

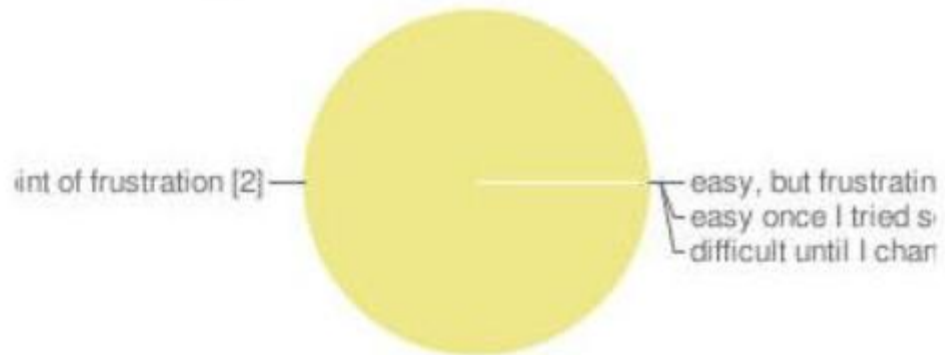
0

about what expected, or less

1

# Annotated

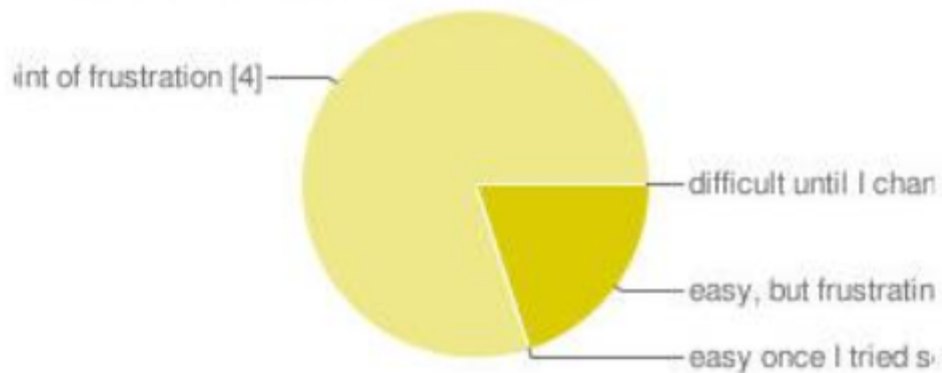
## Ease of finding materials on databases



easy, but frustrating  
easy once I tried something else  
difficult to the point of frustration  
difficult until I changed what I was doing

# Diverging

## Ease of finding materials on databases

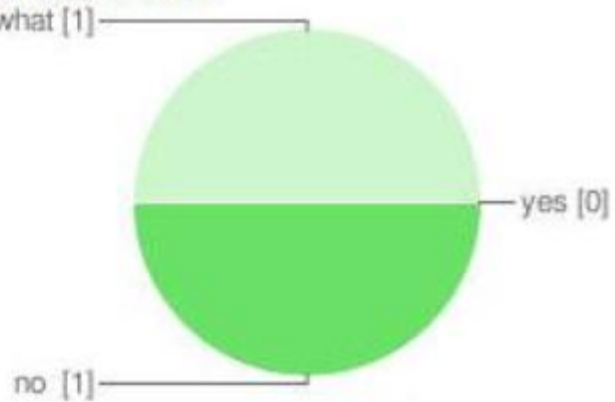


easy, but frustrating  
easy once I tried something else  
difficult to the point of frustration  
difficult until I changed what I was doing

# Accommodating

Did you feel successful?

somewhat [1]



yes

0

no

1

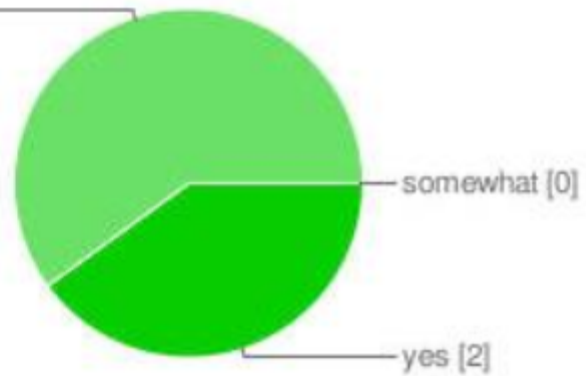
somewhat

1

# Diverging

Did you feel successful?

no [3]



yes

2

no

3

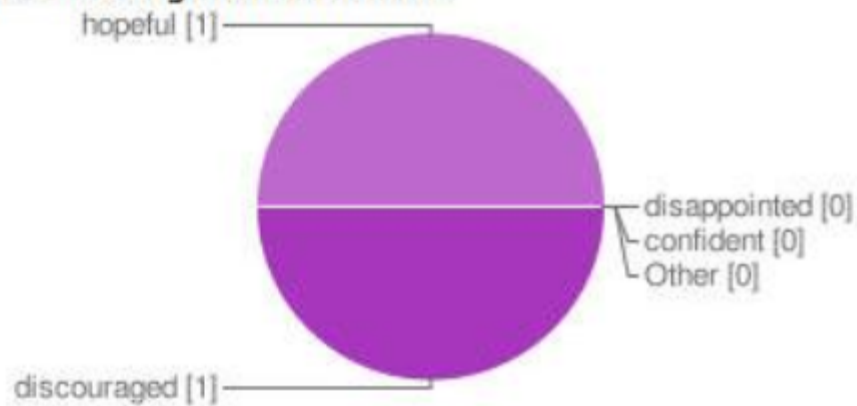
somewhat

0



# Accommodating

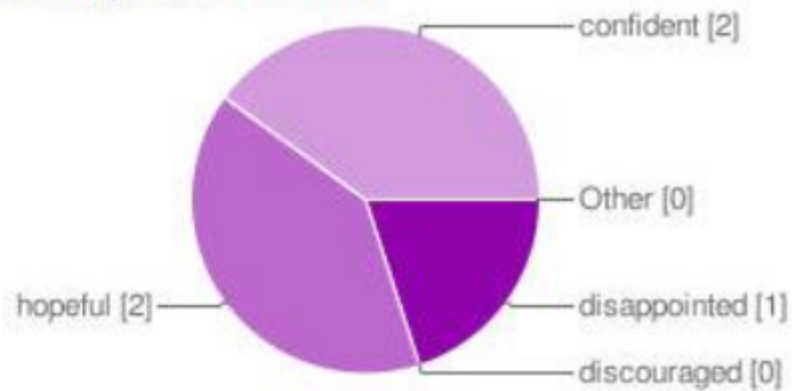
Was the assignment a success



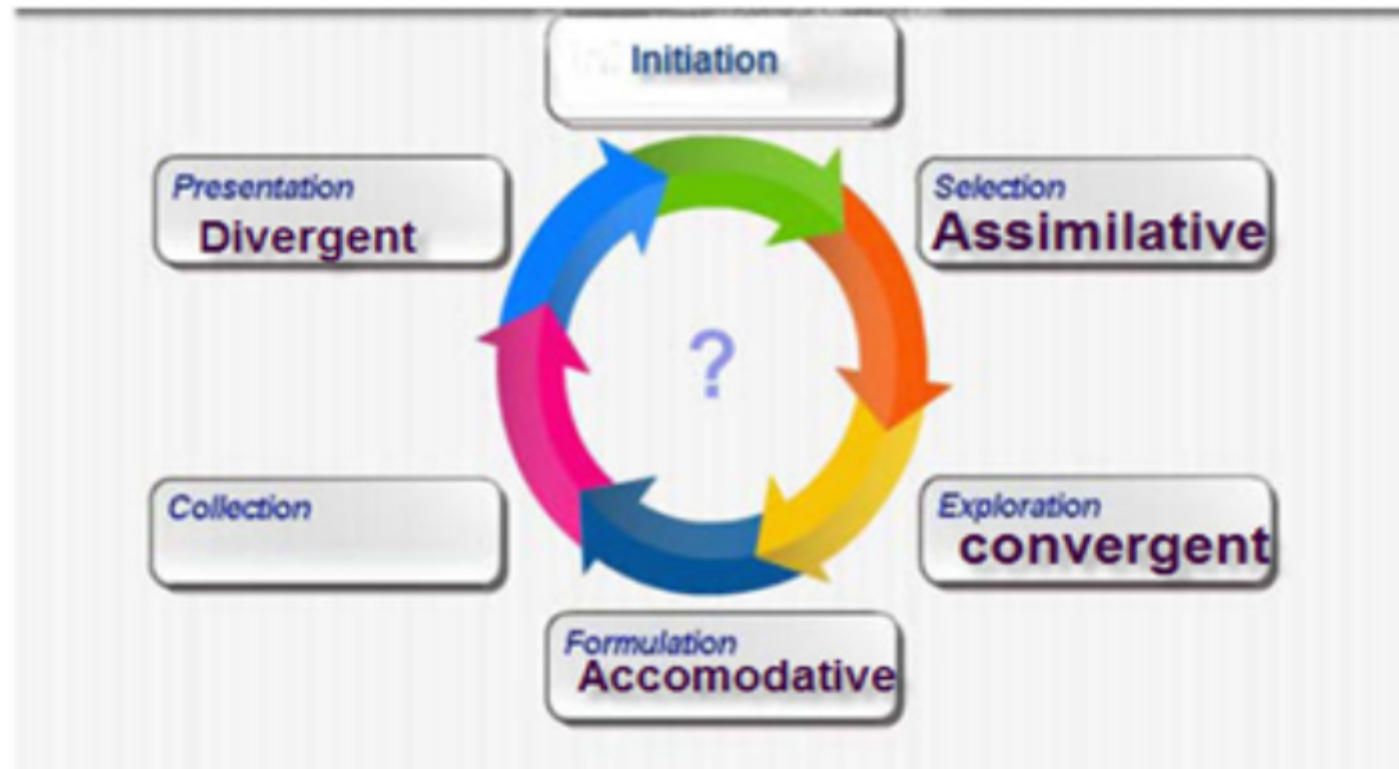
|              |   |
|--------------|---|
| disappointed | 0 |
| discouraged  | 1 |
| hopeful      | 1 |
| confident    | 0 |
| Other        | 0 |

# Diverging

Was the assignment a success



|              |   |
|--------------|---|
| disappointed | 1 |
| discouraged  | 0 |
| hopeful      | 2 |
| confident    | 2 |
| Other        | 0 |



### Accomodating



### Diverging



# Results

The results of the assessments did not reflect that students of different learning styles were “stronger” in one stage of the Information Search Process than any other, but it did show that the students do experience the process or research differently. While the sample studied was small, it does indicate that there is a difference.

# References

Atkinson, G. (1991, January). Kolb's learning style inventory: A practitioner's perspective. (Cover story). *Measurement & Evaluation in Counseling & Development (American Counseling Association)* , 23 (4), 149. Retrieved September 23, 2009, from Academic Search Complete database.

Fahy, P., & Ally, M. (2005, March). Student Learning Style and Asynchronous Computer-Mediated Conferencing (CMC) Interaction. *American Journal of Distance Education* , 19 (1), 5-22. Retrieved September 23, 2009, doi:10.1207/s15389286ajde1901\_2

Keefe, J.W., ed. (1979). Student learning styles: Diagnosis and prescribing programs. Reston, VA : National Association of Secondary School Principals.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of reaming and development*. Englewood Cliffs, NJ: Prentice Hall.

Kuhlthau, C. (1988, July 1). The Information Search Process of High, Middle, and Low Achieving High School Seniors. (ERIC Document Reproduction Service No. ED310787) Retrieved September 23, 2009, from ERIC database.